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ABSTRACT

This study examines changes in the entrance and success rates of Native students in Alaska colleges from 1963 to 1972, a time when special college recruitment and assistance programs were being developed. Information is based on the college records of those Natives who entered college for the first time at the University of Alaska at Fairbanks (UA), Alaska Methodist University, or Sheldon Jackson College during the sample years 1963-64, 1968-69, and 1971-72. Major findings indicate the number of Alaska Natives entering these colleges increased four times from 1963-72; the number succeeding (attaining a 2.0 grade point average for at least 7.5 credit hours per semester) increased five times; an average of only twenty-two Natives per year received a four-year degree from colleges in Alaska or elsewhere during 1969-72; Natives from private church-related boarding schools are entering and succeeding in college at a significantly higher rate than Native students from other types of high schools; and while progress has been made in increasing Natives' college entrance and success rates, their rate of success is still substantially below that of white students. Substantial improvement may be gained by changing nonacademic aspects of school environment to strengthen individual characteristics such as self concept and sense of life direction. (Author/NEC)

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PREFACE

This is the second in a series of ISEGR reports that examine the demands socioeconomic changes in the north are making on Alaska higher education. A previous report, *Land Claims and Native Manpower*, demonstrated the need for large numbers of highly educated personnel to staff regional and village Native corporations. The present report examines what progress has been made by Alaska colleges over the last ten years toward increasing the college success of Native students and fulfilling these manpower needs. Current research at the institute continues this study by examining how the college success of both Native and non-Native students in Alaska may be further improved.

This report reflects the cooperation of Alaska's public and private colleges. Special gratitude is due to Dr. William E. Davis, executive vice president of Alaska Methodist University, and Dr. Charles Bovee, academic dean of Sheldon Jackson College, who worked with the University of Alaska on this research.

Both Native and non-Native college students participated in this research. It provided them a chance to learn research techniques in a practical way and to take a more active role in work related to educational policies that may affect them as students. We wish to thank Nita Sheldon, Dee Komakhuk, Bert Reamey, and Babbs Burke of the University of Alaska; Patricia Jelle of Alaska Methodist University; and Karol Kahn Miller of Sheldon Jackson College for their contributions to this study.

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Peggy Raybeck had responsibility for editing and preparing this report for publication. The cover photograph is by Don C. Meares.

Victor Fischer
Director, ISEGR
March 1974

ABSTRACT

This study examines changes in the entrance and success* rates of Native students in Alaska colleges from 1963 to 1972, a time when special college recruitment and assistance programs were being developed. Most of the information presented here is based on the college records of those Native students who entered college for the first time at the University of Alaska at Fairbanks, Alaska Methodist University, or Sheldon Jackson College during the three sample years: 1963-64, 1968-69, and 1971-72.

Major Findings

- The number of Alaska Natives entering these colleges increased four times from 1963-72; the number succeeding in college increased five times.

- An average of only twenty-two Natives per year received a four-year degree from colleges in Alaska or elsewhere during 1969-72.

- Native first-time students at the University of Alaska during 1971-72 succeeded at a rate of 38 percent, which is about half the success rate of non-Native students.

*Success is based on how well a student performs while in college rather than on whether or not he graduates; a student was counted a success if he had a 2.0 average grade or better for at least 7.5 credit hours per semester during his first college enrollment.

- Considerable progress has been made at the University of Alaska in increasing the college success of those rural, less-acculturated Native students with the lowest levels of academic skills. These gains occurred because most such Natives have been enrolled in special beginning courses that were designed to their educational needs.

- Those Native students who come to the University of Alaska with high levels of academic preparation have shown no increase in rate of success over the last ten years. They are succeeding at a much lower rate than non-Native students.

- Native students from private church-related boarding schools are entering and succeeding in college at a significantly higher rate than Native students from other types of high schools, even though their academic preparation is not necessarily better than Natives from other types of schools.

Major Conclusions

While progress has been made in increasing Natives' college entrance and success rates, their rate of success is still substantially below that of white students and is not yet high enough to meet current social and economic needs for educated Natives.

The academic environments of Alaska colleges in the beginning college years have already been adapted to Native students' academic needs and have resulted in improving success for Natives with low levels of academic skills. Further, substantial improvement may be gained by changing nonacademic aspects of school environment to strengthen such individual characteristics as self-concept and sense of life direction.

INTRODUCTION

Until the late 1960's, few Alaska Natives entered college. Of those who did enter, only a few succeeded, and those who succeeded were rarely rural Natives. Social and economic changes during the 1960's resulted in a number of special programs to encourage more Natives to enter college[1] and to help them succeed[2] once they enrolled. Nationally, increased demands for equal opportunity in education resulted in legislation that financed and set guidelines for many of these programs. In Alaska, the Native claims settlement intensified

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[1]Examples of recruitment programs that encouraged Alaska Natives to enter college include:

College Orientation Program for Alaska Natives (COPAN) at the University of Alaska at Fairbanks during the summers of 1964 through 1967;

Upward Bound, which began at the University of Alaska at Fairbanks in 1966 and later developed at Alaska Methodist University and Sheldon Jackson College; and

Talent Search, organized by the Tlingit-Haida Central Council in 1969 and which later became statewide.

[2]Programs to assist Natives already enrolled are:

Student Orientation Services (SOS), which began at the University of Alaska, Fairbanks, in 1969; and

Special service programs, established at Alaska Methodist University and Sheldon Jackson College in 1970 and at the University of Alaska, Anchorage, in 1971.

the demands for special higher education programs for Natives by creating an economic demand for highly trained personnel to staff regional and village corporations.

The intention of these programs was to improve the chances of Natives, especially rural Natives, to enter and succeed in college. This study of Alaska Natives at the University of Alaska at Fairbanks, Alaska Methodist University, and Sheldon Jackson College addresses three critical issues:

- Have Natives' chances for entering college improved?
- Have Natives' chances for succeeding in college improved?
- How can Natives' chances for entering and succeeding in college be further improved?

Methodology

We collected information on all Native students who entered college for the first time in 1963-64, 1968-69, and 1971-72 at Alaska Methodist University, Sheldon Jackson College, and the University of Alaska at Fairbanks. Information collected concerned biographical and educational characteristics that might influence college entrance and success: sex, ethnic group, birthplace, high school attended, high school grade point average, type of college program entered, college entered, and dates enrolled. Since Native students' records at the University of Alaska at Fairbanks were more accessible and complete, we obtained additional information on them: American College Testing Program (ACT) scores; participation in special service courses in college; and birthplace, residence, and degree Native as indicators of acculturation level.

Definition of "Native college student"

Native students were defined as all students who identified themselves as one-quarter or more Alaskan Indian, Eskimo, or Aleut on college or Bureau of Indian Affairs (BIA) records.

Sample Years

Because of the large number of Natives entering college in recent years and the need for extensive information on each student, we could not examine changes in Native students' entrance and success for each of the ten years spanned by this report. Instead, we selected three sample years: 1963-64, 1968-69, and 1971-72. We felt these years would illuminate changes in college entrance and success that might have occurred as a result of the special recruitment and assistance programs. Each year shows increasing amounts of exposure to special programs as follows:

- First-time students in 1963-64 entered before any large-scale program was developed to assist Natives in entering or succeeding in college.

- First-time students in 1968-69 had minimal exposure to special recruitment programs, no exposure to special service programs on campus, and an opportunity to complete a four-year course by the end of the data-collection period.

- First-time students in 1971-72 had access to both special recruitment and service programs that were fully underway on all three campuses.

Sample Colleges

Inaccessibility of information on students attending colleges outside Alaska and some campuses of the University of Alaska led us to include only those Native first-time students who enrolled at three Alaska colleges.[3] These schools enrolled at least 60 percent of Native students entering college in each year included in the study.[4]

- *The University of Alaska at Fairbanks*, henceforth referred to as "University of Alaska," is a large, state-supported school. It offers graduate and undergraduate degree work and places heavy emphasis on research. In 1971-72, it enrolled a larger proportion of Native students than any other single college, about 39 percent.

- *Alaska Methodist University*, located at Anchorage, is a small, four-year private institution. It concerns itself primarily with instruction rather than research. In 1971-72, it enrolled about 13 percent of Native students entering college.

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[3]Initial efforts to include Natives attending schools outside Alaska were only partially successful because many schools were unable to identify their Native students for some or all years. Branches of the University of Alaska other than the Fairbanks campus also posed some data-collection problems. Most notably, the University of Alaska at Anchorage was transferring its record system from Fairbanks to Anchorage while we were collecting data. Other campuses were too small, too recently established, or unable to identify Native students.

[4]This figure is an estimate made by using BIA financial assistance records to suggest what proportion of entering Native college students were excluded from the study because they entered institutions other than those in our sample.

- *Sheldon Jackson College* is a small, private two-year college. Located at Sitka, it has traditionally oriented its program toward the educational needs of Alaska Natives, especially the nearby Tlingit and Haida Indians. In 1971-72, about 11 percent of Natives entering college enrolled there.

Limitations of Sampling Methodology

The selection of this sample may limit the validity of our conclusions on college entrance and success because of three possible biases. First, by omitting Native students who attended college outside Alaska or community colleges in Alaska, we could have underestimated or overestimated the recent increases in Native college enrollments. However, BIA financial assistance records suggest that a stable proportion—35 to 38 percent—of Native students entering college in our sample years were excluded from this study because they attended college outside Alaska or one of the community colleges. Thus, it does not seem that the increase in Native college enrollments at the Alaska colleges included in this study reflects any dramatic change in the proportions of Natives selecting the sample and nonsample schools.

A second possible bias may have occurred if those colleges excluded from this study (Alaska community colleges or colleges outside the state) are attracting a type of Native student not represented in this study—students who differ in a way that affects college success. However, our sample is stratified by type of program (i.e., academic, technical, and other); and our analyses of college success are limited to students in academic programs. Our examination of BIA records and information from some of these other schools has not suggested that academic program students attending community colleges or

schools outside are more or less successful than those included in this study.

A third possible bias stems from selecting only students who identified themselves as Natives for our sample. Thus, students who have not identified themselves as Native, either on college records or by applying for BIA assistance are excluded. Such students are usually only part Native. The recent Native claims movement has probably encouraged more of them to identify themselves as Native. If this has occurred, it would cause us to overestimate the increase in Native students enrolled in college in recent years. However, the effects of such an overestimate on our overall study would be relatively insignificant because the most relevant conclusions pertain to the increased chances of college entry and success of the rural, less-acculturated Native students. Most of these rural students are full or nearly full-blooded Native and do identify themselves as Native.

Definitions of College Entrance and Success

College Entrance

A Native student is considered a college entrant if he enrolled in college *for the first time* during one of our sample years. Thus, a Native student who might have entered as a college freshman in 1962-63, dropped out, and re-enrolled in 1963-64 again as a freshman would not be counted as a college entrant in 1963-64. For this reason, our figures on college entrance of Native students differ from the college records.

College Success

"Success" as used here is based on how well a student performs while in college rather than on whether or not he

graduated. This is because many of the dropouts later return to college and complete a degree program.

A student was counted a success[5] in college if he earned at least a 2.00 (minimum passing) average grade and received 7.5 or more credits per regular session for all sessions completed during his first enrollment.[6] This measure enabled us to compare groups of students who attended colleges that had different grading systems;[7] it also enabled us to compare students who enrolled in college in different years. Students who dropped out with a passing average grade are counted as successful by this method. Those who failed to maintain a passing average grade or who passed with less than half the credits needed to advance a semester were identified as unsuccessful.

Organization of Repo

This report consists of two sections. In Section I, we examine changes in the college entrance rates of Native students in the three sample years. We also analyze relationships between college entrance and sex, ethnic group, high school grades, high

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[5]We got similar results when we analyzed success in alternate ways—according to credits earned, sessions completed, grade point averages, and type of termination. Tables presenting these analyses appear in the appendix.

[6]The last session counted was the spring of 1972.

[7]In 1971-72, Sheldon Jackson used a "nonpunitive" grading system. Grades and credits were not recorded for courses in which students would have received "D's" or "F's." While Sheldon Jackson students may have higher grade point averages than Alaska Methodist University and University of Alaska students, the advantage tends to disappear when the criterion of 7.5 completed credits per session is applied.

school attended, acculturation, and ACT scores to determine if any of these characteristics influence Native students' chances of entering college. It should be kept in mind, however, that our analyses of ACT scores and degree of acculturation reflect information collected on University of Alaska students only.

In Section II, we examine changes in the college success rates of Native students in the three sample years. We analyze relationships between college success and type of high school attended, type of college attended, ACT scores, and special program participation. Again, our analyses of ACT scores and special preogram participation reflect information collected on University of Alaska students only. Also, we compare success rates of Native and non-Native students at the University of Alaska only.

SECTION I
NATIVES ENTERING ALASKA HIGHER EDUCATION[8]

The number of Natives enrolling for the first time in college in Alaska quadrupled from 1963 to 1971 (see table 1). This reflects an increase both in the total number of Native high school graduates during this period and in the percentage of those graduates who entered college. In 1963-64, 15 percent of Native high school graduates entered Alaska colleges; in 1971-72, 25 percent (see table 1).

Academic and Technical Programs

The special recruitment and assistance programs are more likely to influence changes in academic programs than in technical programs; in order to participate in special service programs and receive BIA higher education tuition grants, students must enroll in a baccalaureate program.

Academic program enrollments nearly doubled from 1963-64 to 1968-69 and more than doubled from 1968-69 to 1971-72. In contrast, technical program enrollments increased dramatically from 1963-64 to 1968-69 and then declined considerably (see table 3). The peak in technical program

[8]Throughout this report "college in Alaska" and "Alaska higher education" refer only to the three institutions studied.

TABLE 1

Number and Percentage of Native High School Graduates Enrolled in Three Alaska Colleges (1963-64, 1968-69, 1971,72)

	1963-64	1968-69	1971-72
Native high school graduates	341	675	887
Natives enrolling in college*	51	144	224
Percentage of Native high school graduates enrolled in college**	15%	21%	25%

*Since these figures refer only to the University of Alaska, Alaska Methodist University, and Sheldon Jackson College, they underestimate the total number of Natives entering higher education. On the basis of BIA financial assistance records for these three years, we estimate that 35 to 39 percent of Alaska Native students who entered higher education for the first time in one of these years entered a college outside Alaska or an Alaska community college.

**Most, but not all, of these Native students graduated from high school in the previous spring.

TABLE 2

Number and Percentage of Native First-Time Students in Three Alaska Colleges (1963-64, 1968-69, 1971-72)

College	1963-64		1968-69		1971-72		All Years	
	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled
Alaska Methodist University	2	3.9	12	8.3	47	21.0	61	14.6
Sheldon Jackson College	9	17.7	15	10.4	37	16.5	61	14.6
University of Alaska	40	78.4	117	81.3	140	62.5	297	70.9
All Colleges	51	100.0	144	100.0	224	100.0	419	100.1

NOTE: These figures refer only to Native students who entered each institution for the first time in one of the three sample years. The figures do not refer to total Native enrollment.

TABLE 3

Distribution of Native First-Time Students in Alaska Higher Education By Type of Program (1963-64, 1968-69, 1971-72)

Type of Program	1963-64		1968-69		1971-72		All Years	
	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled
4-Year Baccalaureate	39	76.5	65	45.1	138	61.6	242	57.8
2-Year Academic Associate	9	17.7	20	13.9	41	18.3	70	16.7
2-Year Technical Associate	1	2.0	25	17.4	33	14.7	59	14.1
1-Year Technical Certificate	0	-	29	20.1	3	1.3	32	7.6
Other*	2	3.9	5	3.5	9	4.0	16	3.8
Total	51	100.1	144	100.0	224	99.9	419	100.0

*These students are excluded from the subsequent analyses.

enrollments in 1968-69 probably occurred because the University of Alaska established a large number of new technical programs in that year. The drop in technical program enrollments after 1968-69 probably occurred because after that year new technical programs were developed at the community colleges within the university system rather than at Fairbanks, which is where we sampled. Since we did not sample community colleges, we do not know if Native student enrollment in technical programs has actually decreased or if the apparent decrease is a result of our method of sampling. At any rate, the major increase in Native enrollment at our sample schools has occurred in academic programs; we therefore limited analyses of success in the next section to academic program students.

Sex and Ethnic Group

Native males and females have entered college in about equal numbers (see table 4). Slightly more females than males enter academic programs; more males enter technical programs, probably because many of these programs are in engineering fields which typically attract more male than female students.

Indian, Eskimo, and Aleut students entered academic programs in approximately the same proportions that these ethnic groups occur in the state's Native population (see table 5). Interior Indians, however, appear over-represented in technical programs, particularly in 1968. This over-representation probably occurred because the new technical programs that were established at the University of Alaska in that year attracted nearby Interior Indians.

TABLE 4

Native First-Time Students in Alaska Higher Education By Sex
(1963-64, 1968-69, 1971-72)

Sex Composition	1963-64		1968-69**		1971-72		All Years	
	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled
Academic Programs								
Male	25	52.1	37	43.5	83	46.4	145	46.5
Female	23	47.9	48	56.5	96	53.6	167	53.5
Technical Programs*								
Male	1	–	34	63.0	22	61.1	57	62.6
Female	0	–	20	37.0	14	38.9	34	37.4
Total								
Male	26	53.1	71	51.1	105	48.8	202	50.1
Female	23	46.9	68	48.9	110	51.2	201	49.9
Number	49		139		215		403	

*Information on Native students entering technical programs was not collected from Alaska Methodist University.
**A number of new technical programs were established at the University of Alaska at Fairbanks in 1968.

TABLE 5

Native First-Time Students in Alaska Higher Education By Ethnic Group Composition (1963-64, 1968-69, 1972-72)

Ethnic Composition	1963-64		1968-69		1971-72		All Years	
	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled
Academic Programs								
Eskimo	23	47.9	43	50.6	94	52.5	160	51.3
Southeast Indian	9	18.8	12	14.1	33	18.4	54	17.3
Interior Indian	9	18.8	20	23.5	33	18.4	62	19.9
Aleut	5	10.4	9	10.6	13	7.3	27	8.7
Unknown or equal mixture	2	4.2	1	1.2	6	3.4	9	2.9
Technical Programs								
Eskimo	1	--	24	44.4	22	61.1	47	51.7
Southeast Indian	0	--	1	1.9	7	19.4	8	8.8
Interior Indian	0	--	25	46.3	6	16.7	31	34.1
Aleut	0	--	3	5.6	0	--	3	3.3
Unknown or equal mixture	0	--	1	1.9	1	2.8	2	2.2

TABLE 5–*Continued*

Ethnic Composition	1963-64		1968-69		1971-72		All Years	
	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled
Subtotal								
Eskimo	24	49.0	67	48.2	116	54.0	207	51.4
Southeast Indian	9	18.4	13	9.4	40	18.6	62	15.4
Interior Indian	9	18.4	45	32.4	39	18.1	93	23.1
Aleut	5	10.2	12	8.6	13	6.1	30	7.4
Unknown or equal mixture	2	4.1	2	1.4	7	3.3	11	2.7
Total	49	100.1	139	100.0	215	100.1	403	100.0

NOTE: 1970 Census indicates the following proportions among Alaska Native groups:

Eskimo	54.9 percent
Indian	32.1 percent
Aleut	13.0 percent

High School Attended

To measure the proportions of Native graduates from different types of high schools who attended college,[9] we grouped high schools into four categories:[10] (1) Public Native

[9] Analyses of college entrance and success by type of high school attended were done differently than our other analyses because of a possible bias which could occur if we examined only the three sample colleges. Some church-related high schools in Alaska and public boarding schools outside the state send a disproportionate number of their graduates to colleges outside Alaska. Thus, we included information from BIA financial records on Natives attending colleges outside Alaska as well as the three sample schools. We also included Natives attending Alaska community colleges for a more complete coverage.

[10] These categories were selected because they correspond to particular types of school social structures and educational climates, as suggested by Judith Kleinfeld, *A Long Way from Home: Effects of Public High Schools on Village Students*, ISEGR Report No. 38 (Fairbanks: Center for Northern Educational Research/Institute of Social, Economic and Government Research, University of Alaska, 1974).

- *Public Native Majority:* These high schools enroll predominantly rural Native students and are located in rural Native communities. Except for a few boarding students, most Native students live at home. Examples are high schools in Dillingham, Craig, Hoonah, Kotzebue, Nome, Bethel, and Unalaska.
- *Public White Majority:* Located in white majority communities, these schools enroll a majority of white students. The Native minority comprises mostly urban Natives who live at home. But a sizable proportion (about 40 percent in 1971-72) are rural Natives who board. Examples are high schools in Anchorage, Fairbanks, Homer, Valdez, and Haines.
- *Public Boarding:* These schools enroll almost all rural Natives. Students live in dormitories. Examples are Beltz, Mt. Edgecumbe, and Chemawa.
- *Private Boarding:* These schools are church-related and enroll a rural Native student majority. Students generally live in dormitories. Examples are St. Mary's, Copper Valley, Covenant, and Victory. Monroe High School is an ambiguous case. Although it is church-related, it has a white majority. We have placed it in this category because its educational climate seems closer to that of private church-related boarding schools. Too few students are involved, however, to influence the findings.

Majority, (2) Public White Majority, (3) Public Boarding Schools, and (4) Private Boarding Schools.

Table 6 shows the percentages of Native graduates of these types of high schools who entered college in 1971-72. The entrance rate of private boarding school Native graduates is substantially higher than the other types; the entrance rate of public boarding school graduates is substantially lower,[11] while the entrance rates of public Native majority and public white majority high school graduates are about the same. Because the private boarding schools have a more select student body, we have to be careful in attributing the higher college entrance rate of their graduates to better education received at these schools. Nevertheless, we are currently doing research which suggests this may be part of the explanation.[12]

Acculturation

Our information relating to the degree of acculturation[13] of Native students at the University of Alaska points to a large

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[11] See Kleinfeld, *A Long Way from Home*, for a study of Alaska Native students in public boarding schools. This study suggests that the negative socialization occurring at these schools may lead to a higher rate of problems in adult life.

[12] This research, which focuses on a study of St. Mary's High School, will be published in 1975.

[13] Although we have no way to measure the precise "acculturation level" of Native students, we do have information on Native students at the University of Alaska that gives some indication of their degree of acculturation. For this study, we based our measure of acculturation on what degree Native a student is and on where he was born and raised. We defined a more acculturated student as one who was: (1) less than three-quarters Native, and (2) born and raised in a town with a white majority population. We defined a less acculturated student as one who was: (1) at least three-quarters Native, and (2) born and raised in a town with a Native majority population. Such students have usually had less contact with Western institutions and are therefore less prepared to enter and succeed in a typical college environment.

TABLE 6

Distribution of Native First-Time Students in Academic and Technical Programs in Alaska and Outside Alaska By High School Attended, 1971-72

Type of High School	Univ. of Alaska Alaska Methodist Univ. Sheldon Jackson	Alaska Community Colleges*	Colleges Outside Alaska*	Total	
	Number enrolled	Number enrolled	Number enrolled	Number enrolled	Percentage enrolled**
Public Native Majority	68	4	6	78	48
Public White Majority	72	16	39	127	42
Public Boarding	57	7	28	92	25
Private Boarding	32	2	5	39	64

*Based on BIA financial records. Enrollment in outside colleges and community colleges is underestimated since some Native graduates do not receive BIA financial aid.

**These percentages of Native high school graduates enrolling in college are based on the number of 1970-71 high school graduates: Public Native Majority = 101; Public White Majority = 301, Public Boarding School = 364; Private Boarding School = 61. These percentages overestimate the percentage of the 1970-71 graduating class that entered college because graduates from earlier years may have entered college in 1971-72.

increase in the college entrance rate of less-acculturated Native students in recent years. The typical Native college student before 1960 was only one-half or one-quarter Native and usually had lived in urban, white majority towns and had attended white majority high schools.[14] By 1971, the typical Native student, at least at the University of Alaska, was three-quarters or all Native and was born and raised in a Native majority village or town (see table 7). In 1968, 44 percent of these students were three-quarters or all Native; in 1971, 65 percent. In 1968, 52 percent of these students had been born and raised in a Native majority town; in 1971, 68 percent. This finding, especially with respect to academic programs, is not surprising since the aims of programs like Talent Search and Upward Bound are to encourage these students to attend college.

Academic Preparation

ACT scores and high school grades were available on University of Alaska academic program students only. These scores and grades give some indication of the students' degree of academic preparation. They suggest that the proportion of Native students who enter college with a low level of academic preparation has increased markedly. Only about 11 percent of the Native students entering academic programs in either 1963 or 1968 at the University of Alaska had low ACT scores (0-10 range), compared to 28 percent of the 1971 Native students (see table 8). The average ACT composite scores of Native students dropped from 16.7 in 1963 to 13.9 in 1971.

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[14] Natives enrolling in higher education before 1963 are not included in our analysis. This information is based on a review of these students' records at the University of Alaska and the BIA.

TABLE 7

Native Students Entering the University of Alaska, By Degree of Acculturation, 1968-69 and 1971-72

Degree Native	Born and raised in Native town*		Born in white town and raised in Native town**		Born in Native town and raised in white town		Born and raised in white town		Total	
	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled
1968-69										
3/4 and full	15	31.3	0	--	4	8.3	2	4.2	21	43.8
1/4 and 1/2	10	20.8	7	14.6	3	6.3	7	14.6	27	56.3
Total	25	52.1	7	14.6	7	14.6	9	18.8	48	100.0
1971-72										
3/4 and full	57	52.3	6	5.5	3	2.8	5	4.6	71	65.1
1/4 and 1/2	17	15.6	3	2.8	4	3.7	14	12.8	38	34.9
Total	74	67.9	9	8.3	7	6.4	19	17.4	109	100.0

*Following the 1970 Census, a native village or town is one where the majority of the population is Native; a white village or town is one where the majority of the population is white.

**Some students in this category may be village students who were born in a city hospital.

TABLE 8

Distribution of Native First-Time Students in Academic Programs at the University of Alaska By ACT Scores (1963-64, 1968-69, 1971-72)

ACT Scores	1963-64		1968-69		1971-72		All Years	
	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled
Mean x =	(16.70)		(16.03)		(13.92)		(13.95)	
Low (0-10)	4	10.8	7	11.5	29	27.6	40	19.7
Medium (11-20)	22	59.5	41	67.2	55	52.4	118	58.1
High (21 and over)	7	18.9	10	16.4	13	12.4	30	14.8
Unknown	4	10.8	3	4.9	8	7.6	15	7.4
Total	37	100.0	61	100.0	105	100.0	203	100.0

High school grades show a similar trend (see table 9); however, they give a less reliable indicator of academic preparation because of grading differences between high schools. In general, an average high school grade of 2.00, a C average, is required of college entrants. Some students with lower grades or with no grade point average (if they did not complete high school or earned General Equivalency Diplomas) are accepted on probation. The proportion of Native students with grade averages below 2.00 who entered academic programs at the University of Alaska increased from 8 percent in 1963 to 15 percent in 1971. The average high school grade of Native first-time students in academic programs fell slightly from 2.58 in 1963 to 2.44 in 1971 (see table 9).

Conclusion

The number of Natives entering college in Alaska has increased dramatically over the last ten years. Moreover, the greatest proportional increase has been in Native students who fall into one or more of the following categories:

- Born and raised in a Native majority village or town.
- Three-quarters or more Native.
- Low ACT scores.
- Low high school grade point average.

In short, the increase in college entrance has been greatest for those Native students who would be considered at the greatest educational disadvantage.

TABLE 9

Native First-time Students in Academic Programs at the University of Alaska by High School Grade Point Averages (1963-64, 1968-69, 1971-72)

High School Grade Point Average	1963-64		1968-69		1971-72		All Years	
	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled	Number enrolled	% of total enrolled
Mean $\bar{x}$ =	(2.58)		(2.51)		(2.44)		(2.51)	
Low (0.00-1.99)	3	8.1	7	11.5	16	15.2	26	12.8
Medium (2.00-2.99)	18	48.7	39	63.9	55	52.4	112	55.2
High (3.00-4.00)	6	16.2	6	9.8	18	17.1	30	14.8
Unknown	10	27.0	9	14.8	16	15.2	35	17.2
Total	37	100.0	61	100.0	105	100.0	203	100.0

Part of this increase in Native college enrollment may simply result from an increase in the number of Native high school graduates. Not until the late 1960's were high school programs available for all rural Native students who wanted to enroll. In 1963, only 341 Natives graduated from high school; in 1971, 887 graduated. However, the increase in the number of high school graduates does not explain the total increase in Native college enrollment. The chances of the 1963 Native high school graduate entering college were about one in seven; the chances of the 1971 graduate were about one in four (derived from table 1).

This increased college enrollment of Natives is probably due in part to changes in the general social climate that increased Natives' interest in higher education and in part to the effects of special recruitment programs. Like other minority groups, Alaska Natives in the 1950's and 1960's became increasingly aware of their limited access to economic, social, and political rewards and viewed higher education as a means of gaining access to these things. Native high school students became more aware of the status generally awarded college graduates.

In addition, changes in the Alaska educational system made college more available to Natives. A number of recruitment programs such as COPAN, Upward Bound, and Talent Search were established in the 1960's. The University of Alaska made more extensive use of conditional admission. (Conditional status requires the student to accept the course recommendations and advisement of Student Orientation Services [SOS]. If SOS withdraws its sponsorship because of the student's poor academic performance, then the student is dropped from the university.) The availability of special services on Alaska campuses and the recruitment efforts of these

programs probably also increased Native students' college entrance.

We cannot ascertain to what extent the increase in Native college enrollment is due to special programs or to the general social climate. Probably both factors are important and mutually reinforcing. It does seem clear, however, that substantially larger numbers of native students are entering college and that the increase is greatest among those Native students who have been at the greatest educational disadvantage.

SECTION II
SUCCESS[15] OF NATIVES IN ALASKA HIGHER EDUCATION

The number of Native students succeeding in academic programs at the University of Alaska, Alaska Methodist University, and Sheldon Jackson increased five times between 1963 and 1972 (see table 10). The rate of success of these students also increased, from 31 percent in 1963-64 to 41 percent in 1971-72. Thus, there is an increase both in the absolute number of Native students succeeding and in the percentage of Native students succeeding during this time.

The number of Alaska Natives receiving higher education degrees both in Alaska and outside the state has steadily increased in recent years, from eleven students in 1967-68 to thirty-five students in 1971-72 (see table 11). The number of Native students receiving four-year degrees has increased from five in 1967-68 to twenty-two in 1971-72; the number of Native students receiving two-year degrees has increased from six in 1967-68 to thirteen in 1971-72. While more Natives are receiving degrees, however, the number is still much too low to meet the need for more Native college graduates that is being generated by the Native claims settlement and economic growth

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[15] As mentioned earlier, our criteria of success is modest—maintaining a C average while completing only half the required number of credits to advance a semester during first enrollment. Even students who dropped out at the end of a semester for nonacademic reasons were considered successful if they met this standard.

TABLE 10

First Enrollment Success Rates of Alaska Native Students in Academic Programs in Alaska Higher Ecuation (1963-64, 1968-69, 1971-72)

	1963-64	1968-69	1971-72
Number of Natives enrolling in academic programs	48	85	173
Number of Natives succeeding in academic programs during their first enrollment	15	26	73
Success rate of Natives in academic programs during their first enrollment	31%	33%	41%

TABLE 11

Alaska Natives Receiving Higher Education Degrees at colleges in Alaska and in Other States, 1967-72

Type of Degree	1967-68	1968-69	1969-70	1970-71	1971-72
4-year degree	5	23	18	21	22
2-year degree	6	3	4	12	13
Total	11	26	22	33	35

NOTE: Coverage outside Alaska was incomplete so this table underestimates the number of Native graduates. Since most Natives attend college in Alaska, the error should not be very great.

in Alaska. By 1975, at least four to six hundred professional, technical, and clerical personnel will probably be needed by regional and village corporations alone.[16]

Success of Native Students at the University of Alaska by ACT Scores[17]

The increase in the success rate of Native students, at least at the University of Alaska (which enrolls the largest number of Native students), is primarily due to the dramatic increase in success of Natives with low ACT scores[18] (see table 12). In

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[16]See Judith S. Kleinfeld, Peter Jones, and Ron Evans, *Land Claims and Native Manpower*, ISEGR Report No. 36 (Fairbanks: Institute of Social, Economic and Government Research, 1973).

[17]The usefulness of ACT scores in predicting the college success of Natives has been a subject of much debate in Alaska higher education. Such standardized tests as ACT are obviously not measures of intelligence, especially for a culturally different population. However, they are useful for predicting success at an academically demanding college because the skills required for success in college courses are similar to the skills required for success on the standardized tests.

As table 12 shows, ACT scores were good predictors of success of native college students at the University of Alaska until very recently, when special courses reduced the academic demands on students during the first year. In 1968, the chances of success of a Native student with low ACT scores were zero; the chances of success of a Native student with medium ACT scores were about one in four; the chances of success of a Native student with high ACT scores were about one in two. Similar results occurred in 1963.

For Native students at the University of Alaska, ACT scores are no longer useful for predicting success in college in general. However, ACT scores are very useful for identifying the Native students who would profit from participation in SOS courses.

[18]In order to examine success rate changes in recent years more closely, we also collected ACT scores and success data on first-time students entering the University of Alaska in 1969-70 and 1970-71.

TABLE 12

First Enrollment Success Rates by ACT Group for Alaska Native Students at the University of Alaska (1963-64, 1968-69, 1969-70, 1970-72, 1971-72)

ACT Group	1963-64		1968-69		1969-70		1970-71		1971-72		All Years	
	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.
High (21+) N = 47	4/7	57	5/10	50	3/8	38	5/10	50	6/12	50	23/47	49
Medium (11-20) N = 226	6/22	27	10/41	24	8/40	20	24/67	36	21/56	38	69/226	31
Low (0-10) N = 61	0/4	0	0/7	0	1/14	7	1/7	14	11/29	38	13/61	21
All ACT groups*	11/37	30	15/61	25	15/73	21	31/89	35	42/105	38	112/365	31
Total Natives enrolled	37		61		73		89		105		365	

*These include students for whom ACT scores were not available.

NOTE: Success was determined by achieving a college G.P.A. of 2.00 or better while averaging 7.5 or more completed credits per session completed during first enrollment.

1968, none of the seven Native students entering the University of Alaska with low ACT scores succeeded; in 1971, 38 percent of the 29 Native students entering with low ACT scores succeeded. For students with medium ACT scores, college success increased from 24 percent in 1968 to 38 percent in 1971. For Native students with high ACT scores, however, the percentage of successful students remained the same, 50 percent.

The success of Native students with low and medium ACT scores appears to have increased in recent years primarily because beginning level courses at the University of Alaska were adapted to their educational needs.[19] Students with low levels of academic preparation (as measured by ACT scores) who enroll in these courses have a much higher rate of success than in past years. However, the success rate of Native students at the University of Alaska who do not take these special courses remains at almost the same level as in earlier years before these courses were available.

In 1971-72, 54 percent of Native students with low ACT scores took at least three credits in special courses and 41 percent of them took six or more credits in these courses. The success rate of low ACT students if they took SOS courses was one in two; if they did not, one in twelve (see table 13). Similarly, of Native students with medium ACT scores, 46 percent took SOS courses, and 20 percent took six or more credits in them. The success rate of medium ACT students if they took SOS courses was one in two; if they did not, one in four (see table 13).

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[19] While other factors such as availability of counseling services and the general social pressures toward college completion may also have increased Native students' success in college, these factors should have affected Natives with different ACT scores similarly and there has been no increase in success for the high ACT group.

TABLE 13

First-Time Enrollment Success Rates for 1971-72 Native First-time Students Enrolling at the University of Alaska by ACT Score and Whether or Not They Earned Credit in Special Orientation Service Courses

	High ACT (21+)	Medium ACT (11-20)	Low ACT (0-10)	All ACT Groups
Number of Native students	12	56	29	97
Mean number of credits earned first enrollment	18.91	12.91*	15.19*	14.34
Mean number of credits in SOS courses first enrollment	0.75	2.25	3.72	2.72

TABLE 13–*Continued*

First Enrollment Success Rates	High ACT (21+)		Medium ACT (11-20)		Low ACT (0-10)		All ACT Groups	
	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.
Students with three of more credits earned in SOS courses	2/3	67	13/26	50	10/17	59	25/46	54
Students with no credits earned in SOS cources	4/9	44	8/30	27	1/12	8	13/51	25
All Native students	6/12	50	21/56	38	11/29	38	38/97	39**

*Most of the large difference in number of credits completed between medium and low ACT groups is accounted for by the large proportion of medium ACT students (18 percent) who dropped out before completing one semester. The proportion of dropouts before completing one semester among the medium scoring students also affects the success rate since these students did not complete sufficient credits to be considered successful.

**Total students here does not include eight students for whom ACT scores were not available. Success rate for all 105 students was 38 percent.

Comparison of Native and Non-Native Success Rates at the University of Alaska

While the success rate of Natives entering the University of Alaska has substantially increased, the college success of Native students is still far below that of non-Native students. In 1971-72, the proportion of Native students who succeeded at the University of Alaska was only about half the proportion of non-Native students who succeeded (see table 14). Native students with low ACT scores, however, had only slightly lower chances to succeed than non-Native students with low ACT scores. A much larger difference in success rates occurs between Native and non-Native students with medium ACT scores, and the greatest difference occurs between Native and non-Native students with high ACT scores. It should be kept in mind, however, that the mean scores of non-Native students in the high ACT score range is probably higher than that of Native students.

Success of Native Students at the University of Alaska by High School Attended

Using the different classes of high schools described on page 17, we examined the college success of Native students from these different kinds of schools. We were particularly interested in Native students' success at the University of Alaska because it provided us the opportunity to examine large numbers of Native students from different high schools who were enrolled in the *same* college environment. We were able to obtain information relating to their success for all years from 1968 to 1972.

At the University of Alaska, the success rate of Native graduates of private boarding schools was substantially higher than the success rates of rural Native graduates of other types of

TABLE 14

Comparison of First Enrollment Success Rates of Alaska Native and Non-Native Students by ACT Group at the University of Alaska, 1971-72

ACT Group	Native Students		Non-Native Students	
	No. succeeding/ no. enrolled	Percent succeeding	No. succeeding/ no. enrolled	Percent succeeding
High (21+)*	6/12	50	202/250	81
Medium (11-20)	21/56	38	106/166	64
Low (0-10)	11/29	38	7/16	44
All students**	40/105	38	347/486	71

*Native students in these groups may have a different average ACT score from the non-Native students.

**Includes students for whom no ACT scores were available.

NOTE: Success was determined by achievement of a college G.P.A. of 2.00 or better while averaging 7.5 or more credits per session completed during first enrollment.

high schools (see table 15).[20] Although only a small number of students were involved, the success rate of private boarding school graduates with low ACT scores was especially impressive (see table 15). Forty-eight percent of Native graduates from private boarding schools succeeded at the University of Alaska compared to 16 percent of Native graduates from public boarding schools, 32 percent from public Native majority schools, and 28 percent of rural Native graduates from white majority schools.

The greater success of private boarding school graduates at the University of Alaska was not due to higher levels of academic preparation. As table 16 shows, private boarding school graduates did not have higher ACT scores than graduates from other types of high schools. Possible, the greater college success of private boarding school graduates is due to nonacademic characteristics of the students.[21]

Of all types of high school graduates, those of public boarding schools had by far the lowest rate of college success at the University of Alaska (see table 17). However, they succeeded much more frequently at Alaska Methodist University and Sheldon Jackson College, where their success rates did not differ significantly from the others. We do not

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[20]Most Native graduates of public Native majority high schools, public boarding schools, and private boarding schools are from rural areas. Native graduates of public white majority schools are usually urban students, although some are rural boarding home students. For the University of Alaska only, we had information enabling us to separate rural from urban Native graduates of public white majority high schools.

[21]Current research on St. Mary's, a private boarding school, suggests that the private boarding schools develop particular qualities, such as a sense of direction, that enhance the college success of their graduates. This research will be published in 1975.

TABLE 15

First Enrollment Success Rates for Alaska Native Students at the University of Alaska by Type of High School Attended and ACT Scores, 1968-72 Inclusive

Type of High School Attended	Low ACT		Medium ACT		High ACT		All ACT Groups	
	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.
Public Native Majority	3/21	14	21/58	36	4/9	44	28/88	32
Public White Majority (no dormitory)								
Rural Background	2/7	29	6/25	24	2/4	50	10/36	28
Urban Background	1/6	17	16/37	43	9/16	56	26/59	44
Public Boarding	0/9	0	9/44	20	0/5	0	9/58	16
Private Boarding	7/12	58	15/37	41	4/5	80	26/54	48

Table 16

ACT Scores of First-time Native Students at the University of Alaska by Type of High School Attended 1968-72 Inclusive

Type of High School Attended	Low ACT (0-10)		Medium ACT (11-20)		High ACT (21+)		All ACT Groups	
	Number enrolled	Percent enrolled	Number enrolled	Percent enrolled	Number enrolled	Percent enrolled	Number enrolled	Percent enrolled
Public Native Majority	21	24	58	66	9	10	88	100
Public White Majority								
Rural Background	7	19	25	69	4	11	36	99
Urban Background	6	10	37	63	16	27	59	100
Total	13	14	62	65	20	21	95	100
Public Boarding	9	16	44	76	5	9	58	101
Private Boarding	12	22	37	69	5	9	54	100

TABLE 17

First Enrollment Success Rates for Alaska Native Students Entering Alaska Higher Education by Type of High School Attended and Type of College Entered (1963-64, 1968-69, 1971-72)

Type of High School Attended	University of Alaska		Alaska Methodist University		Sheldon Jackson College		Total	
	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc.	No. suc./ no. enr.	% suc	No. suc./ no. enr.	% suc.
Public Native Majority	16/53	30	5/10	50	4/13	31	25/76	33
Public White Majority	25/65	38	7/16	44	8/15	53	40/96	42
Public Boarding	7/40	18	9/21	43	6/13	46	22/74	30
Private Boarding	16/33	48	2/5	40	6/11	55	24/49	49

know the reason for the difference in success between public high school graduates who attended the University of Alaska and those who attended Alaska's two private colleges.[22]

Conclusions

In an early study of Native students at the University of Alaska, Ray (1959)[23] identified both poor academic preparation and poor social adjustment as causes of Native college dropout and failure. He recommended that special efforts at the college level be directed toward meeting Native student needs in both academic and nonacademic problem areas. Subsequent special programs have addressed both areas.

The present study has found that the academic demands on beginning Native students, at least at the University of Alaska, have been adapted to their levels of academic preparation; poor academic preparation no longer leads inevitably to college failure for these students. The success of Natives with low ACT scores has improved, and their chances for success are now nearly as good as those of non-Native students with low ACT scores.

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[22]Public boarding school graduates at Alaska Methodist University, where ACT scores were available, had no higher ACT scores than public boarding school graduates at the University of Alaska. Thus, it is unlikely that the explanation lies in more academically capable students enrolling in Alaska Methodist University. The explanation may lie either in other characteristics of public boarding school students who entered these colleges or in differences between the colleges.

[23]Charles K. Ray, "Post-High School Education for Alaska Native Youths," *A Program of Education for Alaska Natives* (Fairbanks: University of Alaska, 1959).

Natives' overall success at the University of Alaska, however, remains lower than that of non-Native students. As table 1 in the appendix shows, dismissals of Native students for academic reasons declined from 57 percent in 1963-64 to 8 percent in 1971-72. Now that academic work more within Native students' levels of preparation is available, what could be responsible for continued low success among them?

While additional study of this question is needed to draw any firm conclusions, we can at least hypothesize that the present failure among Native students during their first years in college often lies in problems other than academic preparation. Our case studies of individual students who do not succeed in college suggest, for example, that they often lack a sense of direction. Many are unable to resist social pressure to "party" or cannot relate college success to their personal goals. Native students with high academic abilities may be as likely to have these problems as Native students with low academic preparation; if this is the case, it is not surprising that their rates of college success differ little.

In this study, we found that Native graduates of private boarding schools succeed at an unusually high rate at the University of Alaska even though their levels of academic preparation are no higher than other Native students. Our case studies of Native graduates of private boarding schools indicate that they are more likely to have developed such qualities as self-confidence and a strong sense of direction. Because of this, we feel that further, substantial increases in Native success at the University of Alaska (and probably at other Alaska colleges that also have courses available for students with low academic preparation) probably depend on nonacademic changes in the school environments, changes designed to strengthen Native students' self-confidence and sense of how college relates to their personal goals.

APPENDIX

In this study, a student was counted a success in college if he earned at least a 2.00 (minimum passing) average grade and received 7.5 or more credits per regular session for all sessions completed during his first enrollment.

The following tables analyze Native students' college success in alternate ways—according to credits earned, grade point average, sessions completed, and type of termination.

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APPENDIX TABLE 1

Success of Alaska Native Students at the University of Alaska, 1963-72

Alternate Criteria of Success	1963-64		1968-69		1971-72		All Years	
Number =	37		61		105		203	
Credits Earned Mean number of credits completed per session by students with one or more sessions.	7.72		7.10		8.59		8.21	
Grade Point Average Mean G.P.A. earned by students completing one or more sessions by end of first enrollment.	1.32		1.39		1.78		1.57	
Distribution of G.P.A.'s for students completing one or more sessions	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.
0.00-1.99	22	67	42	72	46	51	110	61
2.00-2.99	10	30	15	26	38	42	63	35
3.00-4.00	1	3	1	2	6	6	8	4
Total	33	100	58	100	90	100	181	100

APPENDIX TABLE 1—*Continued*

Alternate criteria	1963-64		1968-69		1971-72		All Years	
	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.
Sessions Completed								
Students completing one of more sessions.	33	89	58	95	90	86	181	89
Type of Termination								
Termination status distribution for all students at end of first year.								
continuing	14	38	23	38	51	49	88	43
transferred	2	5	0	0	1	1	3	1
end term withdrawal	1	3	15	25	27	26	43	21
mid term withdrawal	4	11	4	7	18	17	26	13
academic dismissal	15	41	19	31	8	8	42	21
unknown	1	3	0	--	0	--	1	1
Total	37	101	61	101	105	101	203	100
Termination status for all students at end of first enrollment								
program completion	1	3	4	7	0	--	0	--
continuing	0	--	4	7	51	49	88	43
transferred	3	8	1	2	1	1	3	1
end term withdrawal	7	19	24	39	27	26	43	21
mid term withdrawal	4	11	5	8	18	17	26	13
academic dismissal	21	57	23	38	8	8	42	21
unknown	1	3	0	--	0	--	1	1
Total	37	101	61	101	105	101	203	100

APPENDIX TABLE 2

Differences in Success of Native Students in Academic Programs at the University of Alaska by Type of High School Attended (1963-64, 1968-69, 1971-72)

Alternative criteria of success	Public Native Majority		Public White Majority		Public Boarding		Private Boarding	
Number =	59		65		40		33	
Credits Earned Mean number of credits completed per session by students with one or more sessions.	8.48		9.30		8.12		9.53	
Grade Point Average Mean G.P.A. earned by students completing one or more sessions by end of first enrollment.	1.68		1.73		1.05		1.87	
Distribution of G.P.A.'s for students completing one or more sessions.	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.
0.00-1.99	33	61	35	56	24	75	13	43
2.00-2.99	19	35	24	39	7	22	15	50
3.00-4.00	2	4	3	5	1	3	2	7
Total	54	100	62	100	32	100	30	100

APPENDIX TABLE 2–*Continued*

Alternate criteria of success	Public Native Majority		Public White Majority		Public Boarding		Private Boarding	
	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.
Sessions Completed Students completing one or more sessions.	54	92	62	95	32	80	30	91
Type of Termination Termination status distribution for all students at end of first year.								
continuing	28	47	34	52	9	23	17	52
transferred	1	2	1	2			1	3
end term withdrawal	9	15	13	20	11	28	6	18
mid term withdrawal	10	17	2	3	10	25	3	9
academic dismissal	11	19	14	22	10	25	6	18
unknown			1	2				
Total	59	100	65	101	40	101	33	100

APPENDIX TABLE 3

Differences in Success of Native Students by College Attended (1963-64, 1968-69, 1971-72)

Alternative criteria of success	Alaska Methodist University		Sheldon Jackson College		University of Alaska	
Number =	57		52		203	
Credits Earned Mean number of credits completed per session by students with one or more sessions.	11.06		9.70		8.21	
Grade Point Average Mean G.P.A. earned by students completing one or more sessions by end of first enrollment.	2.42		2.41		1.57	
Distribution of G.P.A.'s for students completing one or more sessions.	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.
0.00-1.99	19	40	11	24	110	61
2.00-2.99	21	47	26	58	63	35
3.00-4.00	5	11	6	13	8	4
unknown	2	4	2	4		
Total	47	101	45	101	181	99

APPENDIX TABLE 3—*Continued*

Alternate criteria of success	Alaska Methodist University		Sheldon Jackson College		University of Alaska	
	No. suc.	% suc.	No. suc.	% suc.	No. suc.	% suc.
Sessions Completed						
Students completing one or more sessions	47	82	45	87	181	89
Type of Termination						
Termination status distribution for all students at end of first year.						
continuing	41	72	not enough information available		88	43
transferred					3	1
end term withdrawal	3	5			43	21
mid term withdrawal	10	18			26	13
academic dismissal	3	5			42	21
unknown					1	1
Total	57	100			203	100